

Need for Inclusive Education for Behavioral Difficulties Students

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Abstract

Behavior difficulties during childhood and adolescence can have immediate consequences on the educational setting, scholastic performance, and social growth of children. Research indicates that students with behavioral issues have lower academic performance and poorer relationships. Teachers may experience stress from these behaviors and confrontation with parents. Long-term negative results include unemployment, mental health issues, and increased societal expenses. The current study examines the behavioral challenges faced by students through five case studies analysis of behavioral difficulty students. It also explores the role of inclusive education settings and proposes potential solutions to help students overcome these behavioral obstacles.

Keywords: Behavior difficulty, inclusive education, scholastic performance

INTRODUCTION

Behavioral issues comprise a broad spectrum of challenges that individuals, particularly children, may encounter, which affect their acquisition of knowledge, social interactions, and general growth. In general, behavioral issues in children and adolescents can be categorized into two main types: externalizing and internalizing. Externalizing behaviors are distinguished by defiance, impulsiveness, hyperactivity, aggression, and antisocial actions. On the other hand, internalizing behaviors are characterized by withdrawal, Dysphoria (a state of worry and general misery), and anxiety. Achenbach and Edelbrock (1978) [1] defined internalizing behavioral problems as those characterized by inward-directed emotions, including symptoms of depression, anxiety, withdrawal, and somatic complaints. On the other hand, externalizing behavioral problems refer to outwardly directed behaviors toward others, such as aggression and rule-breaking [2–7]. Studies indicate that social-emotional and behavioral difficulties (SEBD) affect approximately 2–16% of the overall population, resulting in probable social isolation, inadequate schooling, and unfavorable long-term consequences [2, 8]. These challenges might

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appear as withdrawn, apathetic, violent, or self-harming behaviors, and children are at risk of experiencing long-lasting problems if not appropriately addressed [6]. Behavioral challenges among students with special educational needs and disabilities can be influenced by various factors such as gender, socioeconomic position, academic achievement, and experiences of bullying [9]. Furthermore, there is a correlation between defective emotion and intention detection, and the severity of behavioral problems in children. This emphasizes the significance of targeting social cognitive processes in therapies for behavioral challenges [10]. A comprehensive approach is necessary

Table 1. Handicap status in both the 2001 and 2011 census.

Population of India (2011)			Disabled persons population (2011)		
<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
121.08 Cr	62.32 Cr	58.76 Cr	2.68 Cr	1.5 Cr	1.18 Cr

to effectively support individuals with behavioral challenges. This approach should consider individual, school-level, and ecological aspects.

Inclusive education refers to a variety of definitions that aim to meet the educational requirements of children with disabilities/behavioral difficulties. In 1994, the “World Conference on Special Needs Education: Access and Quality” [11] adopted the principle of inclusive education, which was confirmed at the World Education Forum (Dakar, Senegal) in 2000 [12]. Inclusive Education (IE) involves the reduction of barriers within the learning environment to address the diverse requirements of all learners. It entails the child attending an age-appropriate class at their local school, with personalized guidance [13]. Inclusive education is a process that enhances the educational system’s ability to engage all learners. The Registrar General and Census Commissioner of India (RG & CCI) incorporated an inquiry into handicap status in both the 2001 and 2011 censuses (Table 1). The following is a summary of the findings from the Census 2011: In India, 2.68 crore individuals, accounting for 2.21% of the total population of 121 crore, are classified as ‘disabled’ [8, 9, 13–21].

The Government of India has made consistent efforts over the past five decades to provide a wide range of services for the education of disabled children. The Integrated Education for Disabled Children (IEDC) project was implemented in 1974 as a centrally supported initiative. Its purpose was to ensure that children with impairments had equal chances in mainstream schools and to support their continued enrollment. The government’s efforts to promote inclusive education can be attributed to the 1986 National Educational Policy. This policy aimed to integrate individuals with disabilities into the general community on an equal basis, ensuring their overall development and equipping them with the necessary skills and resilience to navigate life. The adoption of the World Declaration on Education for All in 1990 provided additional momentum to existing mechanisms already established in the country. The Indian government has expedited the implementation of the inclusive education scheme to fulfill the goal of Education for All (EFA) by 2010. Inclusion is a deliberate endeavor to ensure that learners from diverse backgrounds, including those with impairments, varying languages and cultures, different home and family environments, and distinct interests and learning styles, are all accommodated and included. Inclusive schools refer to the practice of including all children, regardless of their abilities, in regular school settings. The education policy in India has progressively prioritized individuals with special needs, both children and adults and has made inclusive education in regular schools a key policy goal [10–12, 22–24].

METHOD

Sample Group

The study’s sample group consisted of five case studies, including students aged between six and nine years and two months. These students exhibited behavioral difficulties in their classrooms.

Data Collection Tools

1. Demographic information form and questionnaire
2. Observation form

RESULTS AND DISCUSSION

This study investigates the necessity of inclusive education for students with behavioral difficulties by analyzing five case studies of individuals with behavioral challenges. Table 2 presents the data from the five case studies, consisting of two girls and three boys. These investigations primarily examined the child’s worries and acknowledged that all students may have potential issues if the child and parents

Table 2. Data of child problems and parents concerned with test used.

Case study	Age	Gender	Problem of the child	Parents concerned	Test used
1	8 Years, 8 Months	Girl	- Behavior difficulties (reactive and restless behavior) - Academic difficulties	- Slow learning - Taking time to complete her daily task - Aggression - Lack of interest in studies - Difficulty in arithmetic	IQ test/Other psychological test - WISC – IV - Assessment of academic skills
2	6 Years, 3 Months	Boy	- Emotional and behavioral difficulties - Speech and language delay	- Speech and language delay - Behavioral issues - Anxiety and withdrawal	- WISC-IV - Assessment of speech and language skills
3	9 Years, 1 Month	Boy	- Behavioral problem aggression - Temper tantrums	- Frequent rule-breaking and defiance - Aggressive behavior towards peers and adults - Temper tantrums and outbursts	- Behavior disorder diagnostic evaluation - Child behavior checklist (CBCL)
4	7 Years, 3 Months	Boy	- ADHD - Academic difficulties - Impulsivity and hyperactivity	- Academic struggles - Impaired social interactions due to impulsiveness - Frequent impulsiveness and hyperactivity	- ADHD rating scales - Conners continuous performance test
5	9 Years, 2 Months	Girl	- SLD (specific learning disorder) in reading and mathematics - Academic difficulties - Low self-esteem	- Low self-esteem due to academic struggles - Difficulties in reading and mathematics	- IQ test - Achievement tests in reading and mathematics

express worry. Interpretations of the results were derived from parents' statements provided in the case histories. Initially, our evaluation of the first case indicated that the young girl displayed below-average intellectual abilities, along with impairments in social-emotional development. She exhibited a deficiency in social and emotional abilities suitable for her age, resulting in her being regularly held responsible for her disruptive behavior. This, in turn, increases emotional susceptibility. She had initial indications of academic challenges, necessitating a structured support system. In addition, she needed experiences that would rejuvenate her understanding and foster the development of an effective coping mechanism.

To comprehend her problem, a teacher must possess the capacity to identify that she is experiencing behavioral challenges in the classroom. This results in a decline in her focus and interest, which in turn diminishes her academic performance.

The second case study showed that the individual's cognitive capacities were below-average and that he had substantial speech and language development abnormalities. His difficulties in understanding and communicating were probably the root of his behavioral and anxiety problems. Helps with anxiety management and speech and language development requires specialized assistance. A teacher may have helped the youngster overcome his nervousness and develop better communication skills by designing a program specifically for him. Hence, inclusive education should be prioritized, and programming, such as group discussions and group games, should be incorporated into the school curriculum.

The results of Case 3 show that the girl has a behavioral condition. She has a hard time following rules, and both her parents and teachers have seen that she is aggressive, and defiant, and often has tantrums. Problems with behavior are indicative of behavior disorder. A teacher should have a solution to her problem with her frequent disobedience and rule-breaking in the form of student-centered learning programs.

The evaluation of Case 4 reveals that he shows signs of attention-deficit/hyperactivity disorder, which affects his ability to learn and connect with others. His lack of focus and tendency to act impulsively made him difficult to manage. To manage this problem, teachers should use multimodal strategies. Case five: shows signs of having a Specific Learning Disorder (SLD) in math and reading, which causes her to struggle in school. These difficulties also affected her sense of self-worth. To improve her self-esteem and deal with her SLD, the teacher should have made an intervention strategy so that she could improve her difficulties and start believing in her self-worth.

The analysis of these five case studies led us to conclude that inclusive education is an urgent requirement in the modern world. Today, students are violent, hyperactive, and impatient because of the advanced technology that has become available to them as a result of globalization. Therefore, to maintain students' interest in education and effectively address their behavioral challenges, the education system must be inclusive. This means ensuring that every student finds education engaging and capable of resolving his or her behavioral concerns. Inclusive education is a holistic strategy that seeks to deliver high-quality education to all students, including those with special needs, by cultivating a nurturing and varied learning environment [14, 18, 19, 22, 24]. The focus was on the entitlement of each person to engage in education, with an emphasis on embracing, valuing, and commemorating differences. By combining the Universal Design for Learning (UDL) and Differentiated Instruction (DI) principles, educators can establish inclusive learning environments that accommodate the requirements of every student, fostering equal educational opportunities and social cohesion. Inclusive education not only provides advantages to students with a wide range of requirements but also improves the entire educational experience for all learners, making it an essential pathway to complete engagement in society. Inclusive education, with its focus on personalized learning methodologies and equal access to educational opportunities, plays a crucial role in fostering a more inclusive and fair society [25, 26].

Need for Inclusive Education

Students who struggle with behavioral issues often benefit from inclusive education programs that help them integrate into their regular classrooms. When it comes to helping children who are experiencing emotional or behavioral issues, as well as developing and executing ways to enhance positive behavior, teachers are indispensable. Many factors play a role when it comes to including children with Moderate General Learning Disabilities (ModGLD) and challenging behaviors. These include teachers' confidence, competence, collaboration, and the assistance of Special Needs Assistants (SNA). Students from low-income families need treatment so that teachers can have a significant impact on their student's behavior by modeling the behaviors they want to see, reinforcing positive actions, and reducing negative ones by approbation and reinforcement tactics. Students with behavioral issues have complicated requirements, and inclusive education is essential to meeting these needs while also helping them adjust socially and achieve their full potential (Table 2).

CONCLUSION

Inclusion is more than just a pedagogical approach to educating students with difficulties. The statement emphasizes that each child, regardless of the extent and seriousness of their difficulty, is an esteemed member of society and can actively engage in that society. Effective inclusive education enables students to participate equally in all elements of the classroom. The active participation and collaboration of educators, parents, and community leaders are crucial in addressing difficulties and establishing improved and more inclusive educational institutions.

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